

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

School Results

School: Lake Region Middle School

District: RSU 61/MSAD 61

Code: 1255-1754



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Grade Level Summary Report

School: Lake Region Middle School
 District: RSU 61/MSAD 61
 State: Maine
 Code: 1255-1754

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				133	16	12	78	59	23	17	16	12	745	133	12	59	17	12	745	13,789	13	57	21	9	746	
MATH				133	29	22	48	36	23	17	33	25	742	133	22	36	17	25	742	13,820	21	40	19	20	743	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Reading Results

School: Lake Region Middle School
 District: RSU 61/MSAD 61
 State: Maine
 Code: 1255-1754

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

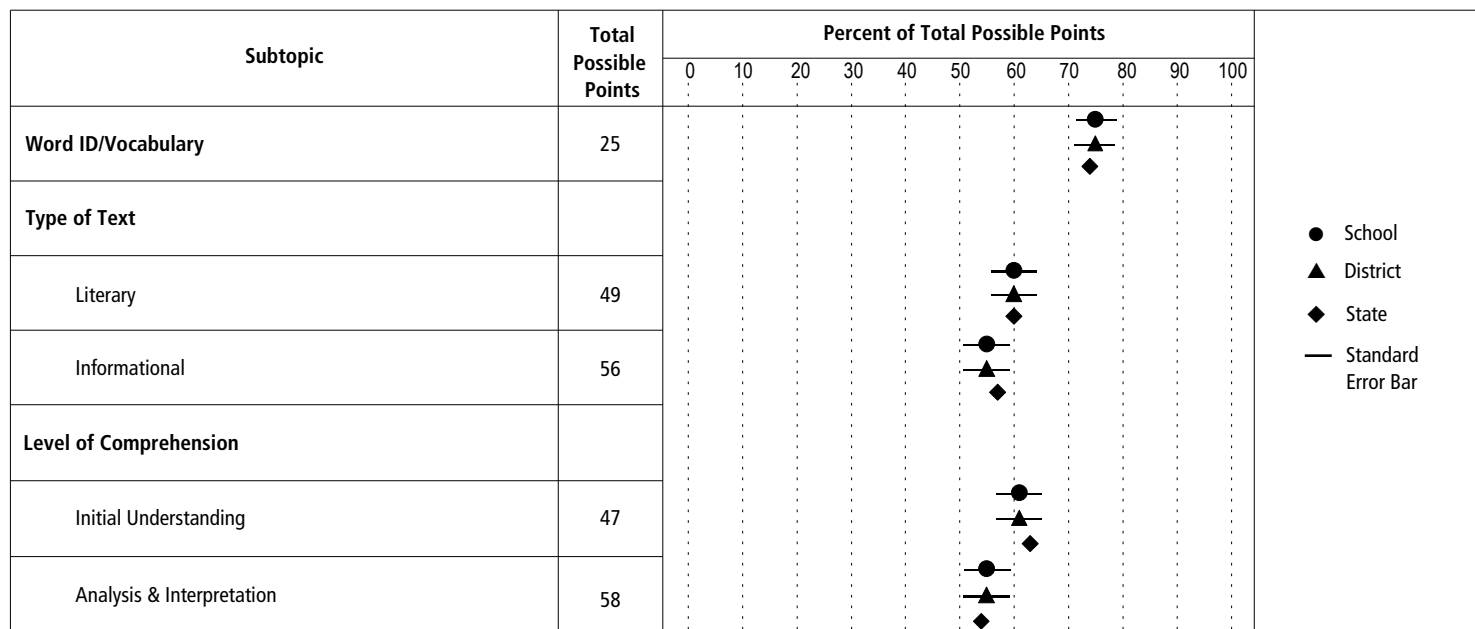
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				144	8	6	84	58	40	28	12	8	744
2010-11				142	7	5	75	53	45	32	15	11	742
2011-12				133	16	12	78	59	23	17	16	12	745
Cumulative Total				419	31	7	237	57	108	26	43	10	744
District													
2009-10				146	8	5	84	58	42	29	12	8	744
2010-11				143	7	5	76	53	45	31	15	10	743
2011-12				133	16	12	78	59	23	17	16	12	745
Cumulative Total				422	31	7	238	56	110	26	43	10	744
State													
2009-10				14,017	1,319	9	8,323	59	3,222	23	1,153	8	745
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
Cumulative Total				41,819	4,609	11	23,948	57	9,474	23	3,788	9	745





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Disaggregated Reading Results

School: Lake Region Middle School
 District: RSU 61/MSAD 61
 State: Maine
 Code: 1255-1754

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				133	16	12	78	59	23	17	16	12	745	133	12	59	17	12	745	13,789	13	57	21	9	746
Gender																									
Male				67	4	6	39	58	15	22	9	13	742	67	6	58	22	13	742	7,120	8	57	23	12	744
Female				66	12	18	39	59	8	12	7	11	749	66	18	59	12	11	749	6,669	18	57	18	7	749
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						184	8	57	24	11	744
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						118	5	53	31	10	742
Asian				1										1						200	22	51	23	4	750
Black or African American				1										1						378	7	45	25	24	740
Native Hawaiian or Pacific Islander				1										1						11	0	73	18	9	746
White				118	14	12	69	58	22	19	13	11	746	118	12	58	19	11	746	12,735	13	57	21	9	746
Two or more races				8										8						163	11	60	20	9	745
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						343	3	38	30	28	737
Former LEP student - monitoring year 1				0										0						37	24	73	3	0	754
Former LEP student - monitoring year 2				0										0						24	21	79	0	0	757
All Other Students				133	16	12	78	59	23	17	16	12	745	133	12	59	17	12	745	13,385	13	57	21	9	746
IEP																									
Students with an IEP				26	0	0	6	23	8	31	12	46	731	26	0	23	31	46	731	2,190	1	24	38	37	732
All Other Students				107	16	15	72	67	15	14	4	4	749	107	15	67	14	4	749	11,599	15	63	17	4	749
SES																									
Economically Disadvantaged Students				80	6	8	45	56	18	23	11	14	744	80	8	56	23	14	744	6,251	6	52	28	15	742
All Other Students				53	10	19	33	62	5	9	5	9	748	53	19	62	9	9	748	7,538	19	61	15	5	750
Migrant																									
Migrant Students				0										0						5					
All Other Students				133	16	12	78	59	23	17	16	12	745	133	12	59	17	12	745	13,784	13	57	21	9	746
Title I																									
Students Receiving Title I Services				5										5						1,957	5	43	38	14	740
All Other Students				128	16	13	77	60	21	16	14	11	746	128	13	60	16	11	746	11,832	15	59	18	8	747
504 Plan																									
Students with a 504 Plan				2										2						387	7	59	26	8	744
All Other Students				131	16	12	77	59	23	18	15	11	746	131	12	59	18	11	746	13,402	13	57	21	9	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Mathematics Results

School: Lake Region Middle School
 District: RSU 61/MSAD 61
 State: Maine
 Code: 1255-1754

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

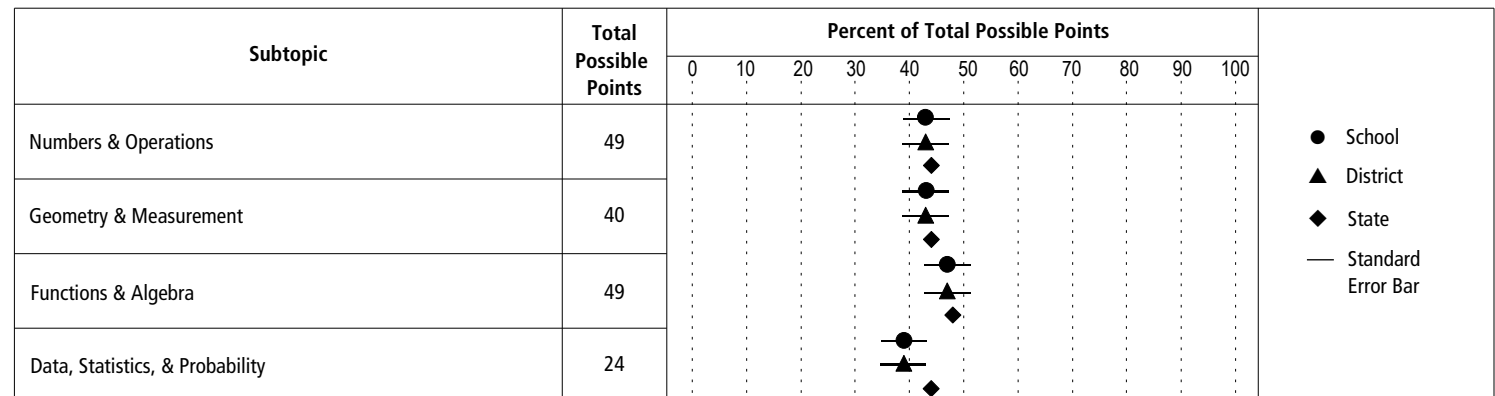
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				144	21	15	52	36	30	21	41	28	740
2010-11				141	21	15	55	39	23	16	42	30	740
2011-12				133	29	22	48	36	23	17	33	25	742
Cumulative Total				418	71	17	155	37	76	18	116	28	741
District													
2009-10				146	21	14	53	36	30	21	42	29	739
2010-11				142	22	15	55	39	23	16	42	30	740
2011-12				133	29	22	48	36	23	17	33	25	742
Cumulative Total				421	72	17	156	37	76	18	117	28	740
State													
2009-10				14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
Cumulative Total				41,903	7,782	19	17,119	41	8,482	20	8,520	20	742





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Disaggregated Mathematics Results

School: Lake Region Middle School
 District: RSU 61/MSAD 61
 State: Maine
 Code: 1255-1754

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				133	29	22	48	36	23	17	33	25	742	133	22	36	17	25	742	13,820	21	40	19	20	743
Gender																									
Male				67	12	18	25	37	13	19	17	25	741	67	18	37	19	25	741	7,138	21	40	19	20	743
Female				66	17	26	23	35	10	15	16	24	742	66	26	35	15	24	742	6,682	20	40	20	20	742
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										2						186	16	36	24	24	740
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										2						117	7	40	26	27	738
Asian				1										1						205	28	37	16	19	745
Black or African American				1										1						390	7	26	22	45	734
Native Hawaiian or Pacific Islander				1										1						11	45	18	9	27	748
White				118	26	22	44	37	19	16	29	25	742	118	22	37	16	25	742	12,749	21	40	19	19	743
Two or more races				8										8						162	22	35	22	22	742
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						364	4	25	21	50	733
Former LEP student - monitoring year 1				0										0						37	24	62	11	3	747
Former LEP student - monitoring year 2				0										0						24	50	38	13	0	751
All Other Students				133	29	22	48	36	23	17	33	25	742	133	22	36	17	25	742	13,395	21	40	19	19	743
IEP																									
Students with an IEP				26	1	4	2	8	6	23	17	65	730	26	4	8	23	65	730	2,201	3	18	19	60	731
All Other Students				107	28	26	46	43	17	16	16	15	744	107	26	43	16	15	744	11,619	24	44	19	13	745
SES																									
Economically Disadvantaged Students				80	12	15	30	38	15	19	23	29	739	80	15	38	19	29	739	6,273	10	36	24	29	739
All Other Students				53	17	32	18	34	8	15	10	19	745	53	32	34	15	19	745	7,547	29	43	15	12	746
Migrant																									
Migrant Students				0										0						6					
All Other Students				133	29	22	48	36	23	17	33	25	742	133	22	36	17	25	742	13,814	21	40	19	20	743
Title I																									
Students Receiving Title I Services				5										5						1,963	5	28	30	37	737
All Other Students				128	29	23	48	38	23	18	28	22	742	128	23	38	18	22	742	11,857	23	42	18	17	744
504 Plan																									
Students with a 504 Plan				2										2						388	16	38	22	24	741
All Other Students				131	29	22	47	36	23	18	32	24	742	131	22	36	18	24	742	13,432	21	40	19	20	743

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.